



ACADEMIC SENATE

CSU BAKERSFIELD

Bachelor of Music, Music Teacher Preparation Concentration

RES 242504

AAC and BPC

RESOLVED: That the Academic Senate approve the proposed Bachelor of Music, Music Teacher Preparation Concentration.

RATIONALE: Bachelor of Music, Music Teacher Preparation Concentration represents a stronger and more robust program than the existing Bachelor of Arts in Music with an Emphasis in Music Education and better aligns with national accreditation requirements. This new degree will help address the regional teacher shortage and better prepare students to succeed in music education jobs. The Bachelor of Music, Music Teacher Preparation Concentration addresses an important community need and every level of review has found it to be sound academically. The proposed degree program will be supported by sufficient and dedicated resources to ensure its successful future operations.

Attachment:

BM Music Teacher Preparation Concentration – New Degree Proposal 24 - 25

Distribution List:

President
Provost and VP for Academic Affairs
VP Student Affairs
AVP Faculty Affairs
AVP Academic Affairs and Dean of Academic Programs
College of Arts and Humanities Deans
College Associate Deans
College and Antelope Valley Advising Centers?
Dean of Libraries
Dean of Antelope Valley
Dean of Extended University and Global Outreach
Department Chairs
General Faculty

Approved by the Academic Senate: October 10, 2024

Sent to the President: October 21, 2024

President Approved: October 22, 2024

Academic Senate

California State University, Bakersfield
9001 Stockdale Hwy. • 22 EDUC • Bakersfield, CA 93311



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NEW DEGREE PROPOSAL FORM

Form Number

PROPOSED CATALOG YEAR

EFFECTIVE CATALOG YEAR: FALL 2025-2026

PROGRAM OR SCHOOL & DEPARTMENT

School/Program: Arts & Humanities

Department: Music & Theatre

Proposed By: Dr. Joel Haney – Chair, B. M. Committee

1. PROGRAM TYPE (Please Check All That Apply)

- New Degree Proposal
- Provisional Revision (Updating a Previously Reviewed Proposal)
- Pilot (Bachelors or Master's Only; Not Already on Campus Academic Plan; Please Use Pilot Proposal Template)
- Pilot Conversion (Please Use Pilot Conversion Template)
- Fast Track (Bachelors or Master's Only; Not Already on Campus Academic Plan)
- State-Support
- Self-Support

Delivery Format: Fully Face-To-Face Fully Online Hybrid Program

APPROVALS

- Attach WSCUC substantive change screening form to this proposal (if applicable)
- Attach course proposal form(s) to this proposal (if applicable)
- Submit to department/program curriculum committee for review & approval
- Department submits to school curriculum committee for review & approval
- School/program curriculum committee submits related forms to GECCo (if applicable)
- If no approvals required from GECCo, School/Program Curriculum Committee submits completed form to Academic Programs and Provost's Office for review and approval, prior to Academic Senate submission.
- After Academic Senate and Chancellor's Office (CO) approvals, Academic Operations will update the respective catalog accordingly. [See Annual Catalog & Curriculum Deadlines Dates](#)

Please complete all the required fields in the following CSU New Degree Proposal Template:

CSU DEGREE PROPOSAL
Faculty Check List
(please submit with program proposal)

Please confirm (✓) that the following are included in the degree proposal:

X **Board of Trustees Academic Master Plan approval date**

X **Date Substantive Change Program Screening Form submitted to WSCUC (WASC)**
Substantive change required: yes no **X**

N/A **Copies of any contracts or agreements made between parties with an interest in operating the proposed program.** Other entities may include academic departments, academic institutions, foundations, vendors or similar. Please include a copy of the agreement and an e-mail or other evidence that the campus attorney has approved the agreement.

X **The total number of units required for graduation is specified (not just the total for the major):**

X a proposed bachelor's program requires no fewer than 120 semester units

X **any** proposed bachelor's degree program with requirements exceeding 120 units must request an exception to the 120 semester unit limit policy

X all units required for degree completion must be included in the total units required for the degree.
Any proficiencies required to graduate that are beyond what is included in university criteria admission criteria must be assigned unit values and included in the total unit count.

0 **Please specify the total number of prerequisite units required for the major.**

Note: The prerequisites must be included in the total program unit count.

List all courses and unit counts that are prerequisite to the major:

N/A

X **Title 5 minimum requirements for bachelor's degree have been met, including:**

X minimum number of units in major (BA 24 semester units), (BS 36 semester units)

X minimum number of units in upper-division (BA 12 semester units), (BS 18 semester units)

N/A **Title 5 requirements for proposed master's degree have been met, including:**

minimum of 30 semester units of approved graduate work are required

no more than 50% of required units are organized primarily for undergraduate students

maximum of 6 semester units are allowed for thesis or project

Title 5 requirements for master's degree culminating experience are clearly explained.

for graduate programs, at least five full-time faculty with terminal degrees in appropriate disciplines are on staff.

**N/A For self-support programs:
(in conformance with EO 1099 and EO 1102)**

- specification of how all required EO 1099 self-support criteria are met
- the proposed program does not replace existing state-support courses or programs
- academic standards associated with all aspects of such offerings are identical to those of comparable state-supported CSU instructional programs
- explanation of why state funds are either inappropriate or unavailable
- a cost-recovery program budget is included*
- student per-unit cost is specified
- total cost for students to complete the program is specified

* Basic Cost Recovery Budget Elements
(Three to five year budget projection)

Student per-unit cost

Number of units producing revenue each academic year

Total cost a student will pay to complete the program

Revenue - (yearly projection over three years for a two-year program; five years for a four-year program)

Student fees

Include projected attrition numbers each year

Any additional revenue sources (e.g., grants)

Direct Expenses

Instructional costs – faculty salaries and benefits

Operational costs – (e.g., facility rental)

Extended Education costs – staff, recruitment, marketing, etc.

Technology development and ongoing support (online programs)

Indirect Expenses

Campus partners

Campus reimbursement general fund

Extended Education overhead

Chancellor's Office overhead

*Additional line items maybe added based on program characteristics and needs.

CSU Degree Program Proposal Template
Revised September 2018

Please Note:

- Campuses may mention proposed degree programs in recruitment material if it is specified that enrollment in the proposed program is contingent on final program authorization from the CSU Chancellor's Office.
- Approved degree programs will be subject to campus program review within five years after implementation. Program review should follow system and Board of Trustee guidelines (including engaging outside evaluators) and should not rely solely on accreditation review.
- ***Please refer to the document “Tips for Completing a Successful Program Proposal” (which follows this document) before completing the Program Proposal Template.***

1. Program Type (Please specify any from the list below that apply—delete the others)

- a. State-Support
- c. Delivery Format: Fully face to face
- g. New Program

2. Program Identification

- a. Campus.

California State University, Bakersfield (CSUB)

- b. Full and exact degree designation and title.

Bachelor of Music, Music Teacher Preparation Concentration

- c. Date the Board of Trustees approved adding this program projection to the campus Academic Master Plan.

March 24th, 2020

- d. Term and academic year of intended implementation.

Fall 2025

- e. Total number of units required for graduation. This will include all requirements (and campus-specific graduation requirements), not just major requirements.

120-125 semester units

- f. Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program.

Department of Music and Theatre

g. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.

Dr. Joel Haney (committee chair): Chair, Department of Music & Theatre, and Associate Professor of Music

Prof. Matthew Hanne (committee member): Assistant Professor of Music

Dr. Robert Provencio (committee member): Professor of Music

Dr. Leo Sakomoto (committee member): Associate Professor of Music

Dr. Kyle Shaw (committee member): Assistant Professor of Music

Dr. Ángel Vázquez-Ramos (committee member): Associate Professor of Music

h. Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs.

Please see the letter of support provided by Dean Frakes of the School (now College) of Arts & Humanities.

i. Any other campus approval documents that may apply (e.g. curriculum committee approvals).

Please see attachments.

j. Please specify whether this proposed program is subject to WASC Substantive Change review. The campus may submit a copy of the WASC Sub-Change proposal in lieu of this CSU proposal format. If campuses choose to submit the WASC Substantive Change Proposal, they will also be required to submit a program assessment plan using the format found in the CSU program proposal template.

This degree program is not subject to WSCUC Substantive Change review. As specified in the WSCUC Substantive Change Manual, new degree programs initiating fewer than 50% new courses do not require WSCUC approval for substantive change. The new courses listed below in section 4.f. clearly do not contribute more than 50% of the new degree's units. (All these courses, moreover, would not be required for the same student, given the new degree's structure of course options specified in section 3.b.)

k. Optional: Proposed Classification of Instructional Programs and CSU Degree Program Code

Campuses are invited to suggest one CSU degree program code and one corresponding CIP code. If an appropriate CSU code does not appear on the system-wide list at:

<http://www.calstate.edu/app/resources.shtml>, you can search CIP 2010 at

<http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55> to identify the code that best matches the proposed degree program. The Classification of Instructional Programs (CIP) is a National Center for Education Statistics (NCES) publication that provides a numerical classification and standard terminology for secondary and postsecondary instructional programs. The CSU degree program code (based on old HEGIS codes) and CIP code will be assigned when the program is approved by the Chancellor.

CSU Degree Program Code: 10052

CSU Generic Title: Music Education

Paired CIP Code: 13.1312

3. Program Overview and Rationale

a. Provide a brief descriptive overview of the program citing its 1) purpose and strengths, 2) fit with the institutional mission or institutional learning outcomes, and 3) the compelling reasons for offering the program at this time.

The proposed Bachelor of Music, Music Teacher Preparation Concentration degree represents a modest yet carefully considered expansion of the Music Education emphasis that the Music faculty has delivered successfully for decades within the Bachelor of Arts in Music degree. Students completing our current Music Education emphasis have typically proceeded to the Single Subject Credential Program in Music, followed by a career in the music teaching profession. Although long housed under a broad liberal arts degree title, the Music Education emphasis (23 semester units), in combination with the core Music studies (47 semester units), comprises a robust 70-unit curricular experience that has important characteristics of a professional degree program. Core studies include solo and ensemble performance on a principal instrument, music theory and analysis, musicianship skills, an introduction to music technology, and music history and literature. The Music Education emphasis, in turn, requires classroom observation hours, studies in instrumental and vocal music pedagogy, and studies in conducting and in music education teaching methods at the primary- and secondary-school levels.

The proposed degree program retains the core musical studies outlined above while enhancing the offerings in our Music Education emphasis to reflect current best practices:

- It adds a lower-division course introducing students to the philosophy and practice of music education, prior to classroom observation.
- It integrates the observation hours into the upper-division teaching methods courses for a more immediate connection between theory and practice.
- It deepens the study of vocal music pedagogy (currently housed in a vocal techniques course) and adds a course in guitar pedagogy to our current courses, which cover band and orchestra instruments.
- It adds studies in choral and instrumental music literature, as well as techniques of arranging existing music for vocal and instrumental ensembles. Students will be routed toward those literature, arranging, and pedagogy courses that support their future professional specialization (i.e., choral or instrumental music).
- It adds an equal-voice choral ensemble, a common singing format that school music teachers need to be ready to lead on the job.
- It adds a modest yet relevant elective component that includes courses in vocal diction, marching band methods, jazz methods, and jazz improvisation.

The B. M., Music Teacher Preparation Concentration degree fits well within CSU Bakersfield's mission, which includes a commitment to diversity, service, increased educational attainment in the region, enhanced quality of life, and economic development. The President's strategic plan likewise stresses addressing regional needs through collaboration with the community. The new degree will help meet these goals by enhancing the ability of our graduates to serve and empower the diverse community around them—a community from which many of them originate—through careers in public education. The vast majority of our current music education graduates find employment in K-12 education in our city and region. Participation in general music classes, choir, band, and orchestra provides our public school students with close social connections, self-discipline, and opportunities for aesthetic engagement that they count among their most valuable educational and personal experiences.

Significant impetus for this degree proposal has come from the CSUB Music Program's recent first-time accreditation by the National Association of Schools of Music, granted in 2020. In the period leading up to accreditation, as we gained familiarity with NASM's standards for professional degrees

in Music Education, we began to envision how the Music Education emphasis of our current B. A. in Music could, in tandem with the Single Subject Credential, be retitled and strengthened to more fully embody a professional degree program and better meet accreditation requirements. Careful reflection on the NASM standards helped us conclude that our Music Education students would be better served by expanding certain curricular experiences that are currently smaller components of courses, and by adding experiences that aren't currently in their degree emphasis. Examples include the vocal pedagogy element in our vocal techniques courses, the literature component in our teaching methods courses, the educational philosophy component in the same courses, and so forth. It has also been clear for some time that our offerings could be more responsive to the realities of our institutional context. For instance, jazz ensembles and class instruction in guitar are found in many schools in our region, and marching band is ubiquitous. We supplied our NASM site visitors with an early draft of this degree proposal, and they encouraged us in their site visit report to proceed with it.

- b. Provide the proposed catalog description. The description should include:
 1. a narrative description of the program
 2. admission requirements
 3. a list of all required courses for graduation including electives, specifying course catalog numbers, course titles, prerequisites or co-requisites (ensuring there are no “hidden prerequisites” that would drive the total units required to graduate beyond the total reported in 2e above), course unit requirements, and any units associated with demonstration of proficiency beyond what is included in university admission criteria.
 4. total units required to complete the degree
 5. if a master’s degree, catalog copy describing the culminating experience requirement(s)

Program Description

The CSU Bakersfield Music Program contributes to the musical, intellectual, and cultural environment of the university and surrounding region through programs of study and courses for music majors, minors, general education students, and liberal studies students; music electives for non-majors; and concerts, recitals, workshops, and festivals that provide performance opportunities for students and feature distinguished guest artists. The program offers a robust undergraduate musical education set within a broader liberal arts curriculum. There are two degree pathways, both of which rest upon foundational studies in performance, music theory and analysis, musicianship, music history and literature, and music technology. The Bachelor of Arts in Music features significant elective content in and beyond music, preparing students for graduate studies in performance, composition, music theory, and musicology, or for a life of musical fulfillment in conjunction with any number of careers. The Bachelor of Music, Music Teacher Preparation Concentration offers substantial preparation in vocal, instrumental, and general music education that readies students for the Single Subject Credential Program in Music and the teaching profession.

Program Mission

The mission of the CSU Bakersfield Music Program is to develop knowledgeable, skilled musicians and audiences through high-quality musical experiences, deep exploration of musical topics, and musical service to the community.

Program & Student Learning Outcomes

PLO 1: Artistic Performance (B.A. and B.M.)

Develop student ability to work individually and collaboratively toward artistic public performance.

SLO 1a: Technique and Expression

Students will perform in a technically proficient and expressively convincing manner in a primary performance medium (vocal or instrumental), both individually and collaboratively.

SLO 1b: Preparedness and Professionalism

Students will show individual preparedness and professionalism in rehearsals and performances.

PLO 2: Informed Musicianship (B.A. and B.M.)

Develop student ability to comprehend music contextually and theoretically.

SLO 2a: Music in Context

Students will be able to identify significant musical genres, practitioners, and innovations and to connect musical style, function, and value within historical and cultural contexts.

SLO 2b: Theoretical Principles and Vocabulary

Students will show an understanding of music-theoretical principles and technical vocabulary.

SLO 2c: Applied Musicianship

Students will apply theoretical and stylistic knowledge when engaging music aurally and in notation (analysis, performance, composition).

PLO 3: Career-Oriented Knowledge (B.A. and B.M.)

Prepare students to succeed in the varied field of music and in a professional environment broadly.

SLO 3a: Professional Practices and Expectations

Students will show knowledge of professional practices and expectations associated with music performance, teaching, composition, scholarship, technology, or related areas.

SLO 3b: Project Planning and Execution

Students will be able to plan and execute a substantial project in music performance, teaching, composition, scholarship, technology, or combinations involving these.

PLO 4: Effective Teaching (B.M. only)

Prepare students to be effective music teachers and ensemble leaders.

SLO 4a: Music-Educational Theory and Practice

Students will show an understanding of music-educational philosophies, methodologies, content, materials, and technologies, and apply their knowledge in curriculum development, lesson planning, and teaching activities.

SLO 4b: Ensemble Leadership

Students will be able to lead vocal and instrumental ensembles through effective interpretive decisions, conducting gestures, and knowledge of instruments (including voice).

Discipline-Based Requirements

Bachelor of Music, Music Teacher Preparation Concentration

Admission: Successful audition for study on a primary instrument (including voice) at the beginning of the degree. The primary instrument is used in studio instruction, ensemble performance (with the exception of pianists and guitarists), and, if applicable, the culminating activity.

Continuance – Native Students: By the end of the second year, 2.5 GPA in the major, completion of MUS 2600, and satisfactory completion of two semesters of MUS 2300.

Continuance – Transfer Students: By the end of the first year, completion of MUS 1130, 2410, 2411, 2600, and satisfactory completion of two semesters of Studio Instruction.

Probation: Students who fail any course listed in the continuance requirements must successfully complete it at its next offering. Failure to do so will result in reassignment to the B. A. in Music.

Note: No course grade below a “C” in the major will be applicable or acceptable for fulfilling degree requirements.

Bachelor of Music Degree, Music Teacher Preparation Concentration

Requirements	Units
Total Units Required to Graduate	120-125 units
Major Requirements	68-80 units
Music Theory	18
Music Technology	1
Music History and Literature	9
Ensemble Performance	4-8
Studio Instruction	4-8
Piano Proficiency	0-4
Culminating Activity	2
Music Education Theory and Practice	11
Performance Techniques and Pedagogy	4
Conducting and Literature	12
Music Education Electives	3
General Education Requirements	45 units
First-Year Seminar	0*
LD Area A Foundational Skills	9
LD Area B Natural Sciences	9
LD Area C Arts and Humanities	6**
LD Area D Social and Behavioral Sciences	3
LD Area F Ethnic Studies	3
American Institutions	6
SELF	0**
Junior Year Diversity Requirement	0**
UD Thematic Areas B and D	6*
Capstone	0*
GWAR	3**
Additional Units	7-0 units

*The First-Year Seminar requirement is satisfied within MUS 1408. Students are waived from UDC area of their program. Capstone is satisfied within MUS 4908 Senior Seminar.

**MUS 1049 must be used for Area C1. PHIL 2329 must be used for Area C2/SELF. ENGL 3119 must be used for JYDR/GWAR.

Requirements for the Bachelor of Music, Music Teacher Preparation Concentration

1. Music Theory (18 units)

MUS 1408, 1410, 1411, 1420, 1421, 2410, 2411, 3410

2. Music Technology (1 unit)

MUS 1110

3. Music History and Literature (9 units)

MUS 3500, 3510, 3520

4. Ensemble Performance (4-8 units)

Enrollment in one of the following performing ensembles on the primary instrument during every term of residence after formal registration as a Music major: MUS 1200 or 3200, 1220 or 3220, 1230 or 3230, 1260 or 3260, 2200 or 4200, 2220 or 4220. Pianists and guitarists are required to enroll in MUS 1200 or 3200, or MUS 2200 or 4200. **Note:** Music majors are also expected to attend at least three music program concerts each semester as audience members.

5. Studio Instruction (Private Lessons) (4-8 units)

MUS 1300, 2300, 3300, 4300

Students are required to enroll in studio instruction on the primary instrument during each semester of residence as a Music major, up to eight semesters. Students enrolled in culminating activities that do not involve music performance are exempt from the studio instruction requirement during the culminating activity year. **Note:** All students enrolled in studio instruction must be concurrently enrolled in the appropriate major ensemble.

6. Piano Proficiency (0-4 units)

Completion of MUS 2130 or examination performed before the faculty.

7. Culminating Activity (2 units)

MUS 4908 and one of the following options: MUS 4910, 4920, 4930

8. Music Education Theory and Practice (11 units)

MUS 2600, 4620, 4630, and 4640

9. Performance Techniques and Pedagogy: 4 units chosen from:

MUS 1140, 2610, 2620, 2630, 2640, 2650, 2660

- Vocalists complete MUS 2610, 2650, and 2660 and choose 1 from the remaining pedagogy courses.
- Pianists and guitarists complete MUS 1140 and 2660 and choose 2 from the remaining pedagogy courses.
- All other instrumentalists complete MUS 1140 and 3 instrumental pedagogy courses outside the family of their primary instrument.

10. Conducting and Literature (12 units)

MUS 3600, 4600, 4610, and:

- Vocalists, pianists, and guitarists complete MUS 3430 and 4660
- Instrumentalists besides pianists and guitarists complete MUS 3400 and 4650

11. Music Education Electives: 3 units chosen from:

MUS 2100, 2110, 2140, 3610, 3620, and up to 1 unit from a secondary ensemble (excluding MUS 1210 or 3210)

Course Titles

MUS 1110 Introduction to Music Technology
MUS 1120 Piano Class I
MUS 1130 Piano Class II
MUS 1140 Voice Class I
MUS 1200/3200 University Singers
MUS 1220/3220 Symphonic Band
MUS 1230/3230 Chamber Orchestra
MUS 1260/3260 Treble Singers
MUS 1300 Studio Instruction
MUS 1408 Fundamentals of Music
MUS 1410 Theory I
MUS 1411 Musicianship I
MUS 1420 Theory II
MUS 1421 Musicianship II
MUS 2100 Diction for Singers I
MUS 2110 Diction for Singers II
MUS 2120 Piano Class III
MUS 2130 Piano Class IV
MUS 2140 Jazz Improvisation I
MUS 2200/4200 Chamber Singers
MUS 2220/4220 Concert Band
MUS 2300 Studio Instruction
MUS 2410 Theory III
MUS 2411 Musicianship III
MUS 2600 Introduction to Music Education
MUS 2610 String Pedagogy
MUS 2620 Woodwind Pedagogy
MUS 2630 Brass Pedagogy
MUS 2640 Percussion Pedagogy
MUS 2650 Guitar Pedagogy
MUS 2660 Vocal Pedagogy for Children and Adolescents
MUS 3300 Studio Instruction
MUS 3400 Orchestration
MUS 3410 Form and Analysis
MUS 3430 Arranging for Voices
MUS 3500 History of Western Music I
MUS 3510 History of Western Music II
MUS 3520 History of Western Music III
MUS 3600 Beginning Conducting
MUS 3610 Marching Band Methods
MUS 3620 Jazz Methods
MUS 4300 Studio Instruction
MUS 4600 Instrumental Conducting
MUS 4610 Choral Conducting
MUS 4620 Elementary Music Methods
MUS 4630 Secondary Instrumental Music Methods

MUS 4640 Secondary Choral Music Methods
MUS 4650 Instrumental Literature Seminar
MUS 4660 Choral Literature Seminar
MUS 4908 Senior Seminar
MUS 4910 Senior Project
MUS 4920 Senior Recital
MUS 4930 Senior Thesis

4. Curriculum – (These requirements conform to the revised 2013 WASC Handbook of Accreditation)

a. These program proposal elements are required:

- Institutional learning outcomes (ILOs)
- Program learning outcomes (PLOs)
- Student learning outcomes (SLOs)

Describe outcomes for the 1) institution, 2) program, and for 3) student learning. Institutional learning outcomes (ILOs) typically highlight the general knowledge, skills, and dispositions all students are expected to have upon graduating from an institution of higher learning. Program learning outcomes (PLOs) highlight the knowledge, skills, and dispositions students are expected to know as graduates from a specific program. PLOs are more narrowly focused than ILOs. Student learning outcomes (SLOs) clearly convey the specific and measurable knowledge, skills, and/or behaviors expected and guide the type of assessments to be used to determine if the desired level of learning has been achieved. (WASC 2013 CFR: 1.1, 1.2, 2.3)

CSUB Institutional Learning Outcomes (ILOs)

Goal 1. Students will show critical reasoning and problem solving skills.

- Objective 1A: The student will demonstrate the ability to read critically.
- Objective 1B: The student will demonstrate the ability to write critically.
- Objective 1C: The student will demonstrate the ability to speak critically.
- Objective 1D: The student will demonstrate the ability to think critically.
- Objective 1E: The student will demonstrate the capacity for life-long learning.
- Objective 1F: The student will engage in critical problem solving.

Goal 2. Students will be able to communicate orally and in writing.

- Objective 2A: The student will present information in a professional manner using well-developed writing skills.
- Objective 2B: The student will present information in a professional manner using well-developed oral presentation skills.
- Objective 2C: The student will demonstrate competence in information management.
- Objective 2D: The student will demonstrate computer literacy.

Goal 3. Students will demonstrate discipline-based knowledge and career-based learning.

- Objective 3A: The student will demonstrate broad knowledge in their selected discipline.
- Objective 3B: The student will successfully apply discipline-based knowledge to the real world.
- Objective 3C: The student will successfully engage in career preparation and planning.

Goal 4. Students will possess numerical literacy.

- Objective 4A: The student will correctly utilize mathematical calculations and estimation skills.
- Objective 4B: The student will demonstrate quantitative reasoning skills.
- Objective 4C: The student will successfully apply quantitative reasoning skills to the real world.

Goal 5. Students will become engaged citizens.

- Objective 5A: The student will engage in university and community activities (including civic

action).

Objective 5B: The student will demonstrate superior interpersonal skills.

Objective 5C: The student will develop and demonstrate a thorough knowledge of self.

Objective 5D: The student will demonstrate responsibility in group settings (including teamwork, leadership, managing skills, etc.)

Objective 5E: The student will demonstrate the ability to work independently.

Goal 6. Students will develop a well-rounded skill set.

Objective 6A: The student will possess and demonstrate an ethical framework.

Objective 6B: The student will demonstrate an understanding of cultural and ethnic diversity.

Objective 6C: The student will successfully apply research methods/analysis and technology for problem solving.

Objective 6D: The student will demonstrate interdisciplinary knowledge.

Program Learning Outcomes (PLOs)

PLO 1: Artistic Performance (B.A. and B.M.)

Develop student ability to work individually and collaboratively toward artistic public performance.

PLO 2: Informed Musicianship (B.A. and B.M.)

Develop student ability to comprehend music contextually and theoretically.

PLO 3: Career-Oriented Knowledge (B.A. and B.M.)

Prepare students to succeed in the varied field of music and in a professional environment broadly.

PLO 4: Effective Teaching (B.M. only)

Prepare students to be effective music teachers and ensemble leaders.

Student Learning Outcomes (SLOs)

SLO 1a: Technique and Expression (B.A. and B.M.)

Students will perform in a technically proficient and expressively convincing manner in a primary performance medium (vocal or instrumental), both individually and collaboratively.

SLO 1b: Preparedness and Professionalism (B.A. and B.M.)

Students will show individual preparedness and professionalism in rehearsals and performances.

SLO 2a: Music in Context (B.A. and B.M.)

Students will be able to identify significant musical genres, practitioners, and innovations and to connect musical style, function, and value within historical and cultural contexts.

SLO 2b: Theoretical Principles and Vocabulary (B.A. and B.M.)

Students will show an understanding of music-theoretical principles and technical vocabulary.

SLO 2c: Applied Musicianship (B.A. and B.M.)

Students will apply theoretical and stylistic knowledge when engaging music aurally and in notation (analysis, performance, composition).

SLO 3a: Professional Practices and Expectations (B.A. and B.M.)

Students will show knowledge of professional practices and expectations associated with music performance, teaching, composition, scholarship, technology, or related areas.

SLO 3b: Project Planning and Execution (B.A. and B.M.)

Students will be able to plan and execute a substantial project in music performance, teaching, composition, scholarship, technology, or combinations involving these.

SLO 4a: Music-Educational Theory and Practice (B.M. only)

Students will show an understanding of music-educational philosophies, methodologies, content, materials, and technologies, and apply their knowledge in curriculum development, lesson planning, and teaching activities.

SLO 4b: Ensemble Leadership (B.M. only)

Students will be able to lead vocal and instrumental ensembles through effective interpretive decisions, conducting gestures, and knowledge of instruments (including voice).

b. These program proposal elements are required:

- Comprehensive assessment plan addressing all assessment elements
- Matrix showing where student learning outcomes are introduced (I), developed (D), and mastered (M)

Key to program planning is creating a comprehensive assessment plan addressing multiple elements, including a strategy and tool to assess each student learning outcome. SLOs operationalize the PLOs and serve as the basis for assessing student learning in the major. Constructing an assessment matrix, showing the relationship between all assessment elements, is an efficient and clear method of displaying all assessment plan components.

Creating a curriculum map matrix, identifying the student learning outcomes, the courses where they are found, and where content is “introduced,” “developed,” and “mastered” insures that all student learning outcomes are directly related to overall program goals and represented across the curriculum at the appropriate times. Assessment of outcomes is expected to be carried out systematically according to an established schedule, generally every five years.

Please see the attached comprehensive assessment plan and curriculum map.

c. Indicate total number of units required for graduation.

The proposed degree requires 120-125 semester units.

d. Include a justification for any baccalaureate program that requires more than 120-semester units or 180-quarter units. Programs proposed at more than 120 semester units will have to provide either a Title 5 justification for the higher units or a campus-approved request for an exception to the Title 5 unit limit for this kind of baccalaureate program.

The California Code of Regulations, Title 5, Division 5, Chapter 1, Subchapter 2, Article 6, § 40506 (Bachelor of Music Degree and Bachelor of Fine Arts Degree: Required Curriculum), Requirement (c), states: “For candidates for the Bachelor of Fine Arts degree or Bachelor of Music degree who are meeting graduation requirements established during or after the 2013-14 academic year, no fewer than 120 semester units and no more than 132 semester units shall be required, unless the Chancellor grants an exception.” This section may be found at the following link:

[https://govt.westlaw.com/calregs/Document/I571120634C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)#co_anchor_I61FC53006C1611EDBF75B106F7B7DAF6](https://govt.westlaw.com/calregs/Document/I571120634C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)#co_anchor_I61FC53006C1611EDBF75B106F7B7DAF6)

e. If any formal options, concentrations, or special emphases are planned under the proposed major, identify and list the required courses. Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program – N/A**f. List any new courses that are: (1) needed to initiate the program or (2) needed during the first two years after implementation. Include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each new course would be at the graduate- or undergraduate-level.**

MUS 1260/3260 Treble Singers (1 unit)

Group performance of choral music for treble voices from various periods and styles of the choral repertoire. Admission with the consent of the instructor.

MUS 2600 Introduction to Music Education (2 units)

Introduction to historical, philosophical, sociological, psychological, and practical foundations for the teaching of music. Intended for music education majors.

MUS 2650 Guitar Pedagogy (1 unit)

Principles involved in the teaching of basic classical guitar to children and adolescents. Mastery of fundamental playing and music reading skills on the guitar with appropriate repertoire.

Demonstration of sufficient pedagogy necessary to instruct another person through the beginning level.

MUS 2660 Vocal Pedagogy for Children and Adolescents (1 unit)

Principles involved in the singing and teaching of voice for children and adolescents. Students will participate in vocal development exercises, develop vocal music reading skills, explore repertoire, and demonstrate a sufficient mastery of the pedagogy necessary to instruct another person.

MUS 3430 Arranging for Voices (2 units)

Development of techniques for adjusting existing musical material for a variety of vocal ensembles. Historical and modern approaches to a cappella and accompanied arranging in a variety of styles. Creative projects are notated using computer notation software. Prerequisite: MUS 2410

MUS 3610 Marching Band Methods (1 unit)

Designed for music education students. Emphasis on marching band pedagogy, drill design, arranging, and program development.

MUS 3620 Jazz Methods (1 unit)

Designed for music education students, this course covers the place and function of jazz music in the secondary school curriculum, jazz ensemble techniques, and program development.

MUS 4650 Instrumental Literature Seminar (2 units)

Survey of instrumental ensemble literature for all grade levels, with an emphasis on wind repertory. Pre-requisite: MUS 3600 or consent of instructor.

MUS 4660 Choral Literature Seminar (2 units)

Survey of choral literature for mixed, treble, and tenor/bass choirs, with an emphasis on the secondary school level. Pre-requisite: MUS 3600 or consent of instructor.

g. Attach a proposed course-offering plan for the first three years of program implementation, indicating likely faculty teaching assignments. (WASC 2013 CFR: 2.2b)

Please see the attached three-year course offering plan.

h. For master's degree proposals, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in Section 40510 of Title 5 of the California Code of Regulations.

i. For graduate degree proposals, cite the corresponding bachelor's program and specify whether it is (a) subject to accreditation and (b) currently accredited.

(WASC 2013 CFR: 2.2b

- j. For graduate degree programs, specify admission criteria, including any prerequisite coursework.

(WASC 2013 CFR: 2.2b)

- k. For graduate degree programs, specify criteria for student continuation in the program.

- l. For undergraduate programs, specify planned provisions for articulation of the proposed major with community college programs.

The curriculum delivering the foundational music competencies in the new degree is already articulated with many of our state's community college music programs. This core, which includes lower-division music theory, musicianship, keyboard skills, studio instruction and ensemble participation on a primary instrument, provides a common foundation for our current B. A. degree's Music Education and General Music emphases. The only difference introduced by the new degree is the addition of MUS 1408 Fundamentals of Music as a requirement at the beginning of the music theory and musicianship sequence. Since many community college programs already have a music theory course at this introductory level, it will not be hard to modify current articulation agreements to include this addition.

- m. Provide an advising "roadmap" developed for the major.

Please see the attached four-year roadmap for native students and 2.5 year roadmap for transfer students.

Describe how accreditation requirements will be met, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process). (WASC 2013 CFR: 1.8)

Section 3.a. above describes the relationship between the new degree and the CSU Bakersfield Music Program's first-time accreditation by the National Association of Schools of Music. To reiterate, this proposal reflects a retitling and enhancing of content already present in our Music Education emphasis that aligns more closely with NASM's standards for professional degrees in Music Education. The fact that NASM already recognized the quality of our Music Education emphasis in 2020 by granting it initial accreditation, and encouraged us to proceed with the new degree, gives us confidence that they will be ready to embrace the latter during our next accreditation cycle in 2025-26.

Accreditation Note:

Master's degree program proposals

If subject to accreditation, establishment of a master's degree program should be preceded by national professional accreditation of the corresponding bachelor's degree major program.

Fast-track proposals

Fast-track proposals cannot be subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors unless the proposed program is already offered as an authorized option or concentration that is accredited by an appropriate specialized accrediting agency.

5. Societal and Public Need for the Proposed Degree Major Program

a. List other California State University campuses currently offering or projecting the proposed degree major program; list neighboring institutions, public and private, currently offering the proposed degree major program.

Fourteen CSU campuses currently offer versions of the proposed degree program: Chico, Dominguez Hills, Fresno, Fullerton, Humboldt, Long Beach, Los Angeles, Northridge, Sacramento, San Bernardino, San Diego, San Jose, Sonoma, and Stanislaus

(<https://www.calstate.edu/attend/degrees-certificates-credentials/Pages/search-degrees-results.aspx?campuses=&k=Music%20Education&>). The closest geographically to CSU Bakersfield are Fresno and Northridge. There are no other institutions within a 90-mile radius that offer the proposed program.

b. Describe differences between the proposed program and programs listed in Section 5a above.

Of the CSU campuses listed above, five house their Music Education programs under the B. A. degree title. CSU Bakersfield is proposing to join the nine other campuses that use the B. M. title, since this accurately signals the professionally-oriented content of the degree and aligns more closely with NASM accreditation standards (see sections 3.a. and 4.m. above). The B. M. degrees at CSU campuses range from 120 to 132 listed units, with several near the high end; our 125-unit proposal falls below the median. In designing the new degree, we strove less for difference from other CSU programs than for the best preparation for our students within our regional context and in relation to national standards. A number of our ideas were in fact either inspired or confirmed by a survey of other CSU programs that we undertook in 2019. These include an introductory music education course, choral and instrumental literature, vocal arranging, vocal diction, orchestration, guitar pedagogy, marching band methods, jazz methods, and jazz improvisation.

c. List other curricula currently offered by the campus that are closely related to the proposed program.

As mentioned above in section 4.l., the new degree rests upon foundational lower-division studies in music theory, musicianship, keyboard skills, studio instruction and ensemble participation that make up the core curriculum of our current B. A. in Music. The General Music emphasis of the B. A.—a more traditional liberal-arts degree emphasis—will continue to exist alongside the new degree, and both will continue to rest upon this core.

d. Describe community participation, if any, in the planning process. This may include prospective employers of graduates.

Although we did not explicitly solicit community participation when planning the new degree, our faculty members are in continual contact with music educators and school districts in our region and educational leaders across the state and nation. This contact is maintained through the recruitment activities described below in section 6.b. and through vigorous faculty involvement on the boards of organizations including the Kern County Music Educators Association and the California Music Educators Association, to name only two among many. Through these and similar channels, we are in continual conversation with the music education profession, keeping abreast of challenges, opportunities, and trends in this profession, both locally and beyond. The new degree proposal is deeply informed by this ongoing discussion.

e. Provide applicable workforce demand projections and other relevant data.

There are ample workforce demands and employment opportunities for students completing a B. M. leading toward a career as a music educator. Our region is suffering from a serious teacher shortage, to the extent that students completing our current Music Education emphasis are being

hired immediately upon graduation. They get on-the-job training while being concurrently enrolled in the Single Subject Credential Program. With the recent passage of Proposition 28, moreover, California public schools will receive \$1 billion each year to provide art and music education in every school. Schools must spend 80% of those funds on teachers and aides in order to help alleviate the state's teacher shortage. We believe that our new degree will help prepare our students to succeed in obtaining and retaining music education jobs in a very competitive and growing job market. In bolstering the educational infrastructure of the region with more numerous, better-prepared music teachers, the B. M., Music Teacher Preparation Concentration will be contributing more broadly to the university's role in dramatically improving the economic and social well-being of so many in our region.

Note: Data Sources for Demonstrating Evidence of Need

APP Resources Web <http://www.calstate.edu/app/resources.shtml>

[US Department of Labor, Bureau of Labor Statistics](#)

[California Labor Market Information](#)

6. Student Demand

- a. Provide compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include (for example), national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs.

We anticipate proportionally high student demand for the new degree on the basis of enrollment trends that have existed for a long time within our degree emphases. At present, 63% of the majors in our current B. A. in Music (i.e., 40 students) are pursuing the Music Education emphasis from which we are constructing the new B. M. degree. 37% (23 students) are pursuing the liberal arts-oriented General Music emphasis. Historically, the Music Education proportion has been as high as 70%. We anticipate student numbers in the new program to increase as the more explicitly professional new degree raises our profile within and beyond the CSU.

- b. Identify how issues of diversity and access to the university were considered when planning this program. Describe what steps the program will take to insure ALL prospective candidates have equitable access to the program. This description may include recruitment strategies and any other techniques to insure a diverse and qualified candidate pool.

Currently, the B. A. in Music at CSU Bakersfield is a non-impacted, open-admission program. Students declaring the major need faculty approval on a primary instrument to fulfill the requisite studio instruction and performing ensemble enrollment, but this routing does not prohibit them from entering the major. We have retained this policy in the new degree program. The Music faculty, moreover, has a long history of direct recruitment through the public schools and community colleges in our region, which are themselves demographically very diverse institutions. Our recruitment activities comprise a robust mixture of individual school visits and ensemble clinics, on-campus festivals, performance competition adjudication, guest conducting appearances, follow-up with individual students, and so forth. All of this will continue with the new degree to ensure continued access and diversity among our students. Affordability, quality, and access have been at the center of our Music Program's decision to offer this new degree program. We are committed to offering the highest level of preparation (quality) in order to become the best option for local students in pursuing higher education at a low cost, particularly for students from low socio-

economic backgrounds and first-generation college students. The new professional degree program will rival those provided by larger CSU campuses without requiring students to relocate.

- c. For master's degree proposals, cite the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.
- d. Describe professional uses of the proposed degree program.

The new degree program will prepare students directly for the Single Subject Credential in Music and public-school music teaching. Jobs in this domain span K-12 and typically divide between choral and general classroom music instruction, on one hand, and instrumental (band, orchestra, jazz ensemble) instruction, on the other. Group guitar and keyboard instruction are also not uncommon. The new degree will prepare them very well for these career pathways.

- e. Specify the expected number of majors in the initial year, and three years and five years thereafter. Specify the expected number of graduates in the initial year, and three years and five years thereafter.

In the initial year, we project 9-10 students entering the program. Three years thereafter (i.e., year four), there should be about 36 students, and five years thereafter (i.e., year six), about 40. The program is not anticipated to produce graduates for two-and-a-half years after implementation. Three years after the initial year, we anticipate a graduating class of 6-7, and five years thereafter, 8-9.

7. Existing Support Resources for the Proposed Degree Major Program

Note: Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

Please see the letter of support from Dean Frakes of the School (now College) of Arts & Humanities.

- a. List faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. Note: For all proposed graduate degree programs, there must be a minimum of five full-time faculty members with the appropriate terminal degree. (Coded Memo EP&R 85-20)

The curriculum will be delivered by all current full-time faculty of the Music Program:

Joel Haney, Associate Professor, Ph.D., Musicology

Matthew Hanne, Assistant Professor, M.M.E., Music Education

Soo-Yeon Park, Lecturer (Entitled), D.M.A., Collaborative Keyboard Performance

Robert Provencio, Professor, D.M.A., Choral Literature and Performance

Leo Sakamoto, Associate Professor, D.M.A., Wind Conducting

Jim Scully, Lecturer (Entitled), M.F.A., Jazz Composition

Kyle Shaw, Assistant Professor, D.M.A., Music Composition

Ángel Vázquez-Ramos, Associate Professor, Ph.D., Music Education and Choral Conducting

- b. Describe facilities that would be used in support of the proposed program.

Adequate facilities for the new program already exist and are being enhanced. The Music Building contains adequate classrooms for traditional academic instruction (with instructor computing stations and media projectors), practice rooms to accommodate student work on the primary

instrument (and also those instruments being studied in the pedagogy courses), and rehearsal halls for our ensembles. Additional spaces in the adjacent Doré Theatre and the Music Lab are discussed below in section 7.d.

- c. Provide evidence that the institution provides adequate access to both electronic and physical library and learning resources.

CSU Bakersfield's Walter Stiern Library offers adequate access to both electronic and physical learning resources, as can be seen on the library's website: <https://library.csub.edu/>

- d. Describe available academic technology, equipment, and other specialized materials.

The Doré Theatre houses a lab with 16 digital keyboards for basic keyboard instruction. We also maintain a fleet of classroom and practice room pianos and string, woodwind, brass, and percussion instruments, as well as guitars, to support our ensembles and pedagogy instruction. Instruction in elementary-school teaching methods is supported by a collection of specialized instruments used in the Orff and Kodály methods of instruction. Our Music Lab houses computers fitted with MIDI keyboards for our music technology instruction. This lab is currently being relocated to a different building that is under renovation, and we have requested the replacement of its furniture and equipment in conjunction with the renovation.

8. Additional Support Resources Required

Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.

- a. Describe additional faculty or staff support positions needed to implement the proposed program.

The new degree will require no additional full-time faculty. Part-time faculty beyond those in our current hiring pattern will be needed for only two new courses: MUS 2650 Guitar Pedagogy and MUS 3610 Marching Band Methods. These will be 1-unit activity courses, and neither will be offered every semester.

- b. Describe the amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy. Major capital outlay construction projects are those projects whose total cost is \$610,000 or more (as adjusted pursuant to Cal. Pub. Cont. Code §§ 10705(a); 10105 and 10108).

N/A; no additional special facilities will be required.

- c. Include a report written in consultation with the campus librarian which indicates any necessary library resources not available through the CSU library system. Indicate the commitment of the campus to purchase these additional resources.

Please see the letter of support provided by Dean Bozarth of Stiern Library.

- d. Indicate additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program, and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

Presuming that the Music Lab equipment we have requested is supplied with the building renovation (see section 7.d. above), we anticipate only a modest need for additional equipment—namely, an expansion of our current acoustic guitar fleet to support the new guitar pedagogy course. Potential funding sources include the School of Arts and Humanities and funds provided by the California State Lottery.

9. Self-Support Programs

- a. Confirm that the proposed program will not be offered at places or times likely to supplant or limit existing state-support programs.
- b. Explain how state-support funding is either unavailable or inappropriate.
- c. Explain how at least one of the following additional criteria shall be met:
 - i. The courses or program are primarily designed for career enrichment or retraining;
 - ii. The location of the courses or program is significantly removed from permanent, state-supported campus facilities;
 - iii. The course or program is offered through a distinct technology, such as online delivery;
 - iv. For new programs, the client group for the course or program receives educational or other services at a cost beyond what could be reasonably provided within CSU Operating Funds;
 - v. For existing programs, there has been a cessation of non-state funding that previously provided for educational or other services costing beyond what could be reasonably provided within CSU Operating Funds.
- d. For self-support programs, please provide information on the per-unit cost to students and the total cost to complete the program (in addition to the required cost recovery budget elements listed in the CSU degree proposal faculty check list found earlier in this document and listed below):

* Basic Cost Recovery Budget Elements
(Three to five year budget projection)

Student per-unit cost

Number of units producing revenue each academic year

Total cost a student will pay to complete the program

Revenue - (yearly projection over three years for a two-year program; five years for a four-year program)

Student fees

Include projected attrition numbers each year

Any additional revenue sources (e.g., grants)

Direct Expenses

Instructional costs – faculty salaries and benefits

Operational costs – (e.g., facility rental)

Extended Education costs – staff, recruitment, marketing, etc.

Technology development and ongoing support (online programs)

Indirect Expenses

Campus partners

Campus reimbursement general fund

Extended Education overhead

Chancellor's Office overhead

*Additional line items may be added based on program characteristics and needs.

Submit completed proposal packages to:

APP@calstate.edu

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